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ABSTRACT

This teaching module concerns vocabulary as it relates to reading comprehension. Development of an extensive and accurate reading vocabulary is deemed essential for good comprehension. While most children have little trouble with concepts and vocabulary necessary for beginning reading (unless they speak a language which is not of the dominant culture), they may have trouble with meaning, starting at about the third grade. Upon completion of the teaching module, participants should be able to develop at least five methods or formats for teaching a vocabulary list of 20 words. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
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MODULAR SEQUENCE: TEACHING READING TO BILINGUAL LEARNERS

TTP 002.07 DEVELOPING AND EXTENDING AN ENGLISH READING VOCABULARY (K-6)

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SP009 153

COLLEGE OF EDUCATION
UNIVERSITY OF HARTFORD
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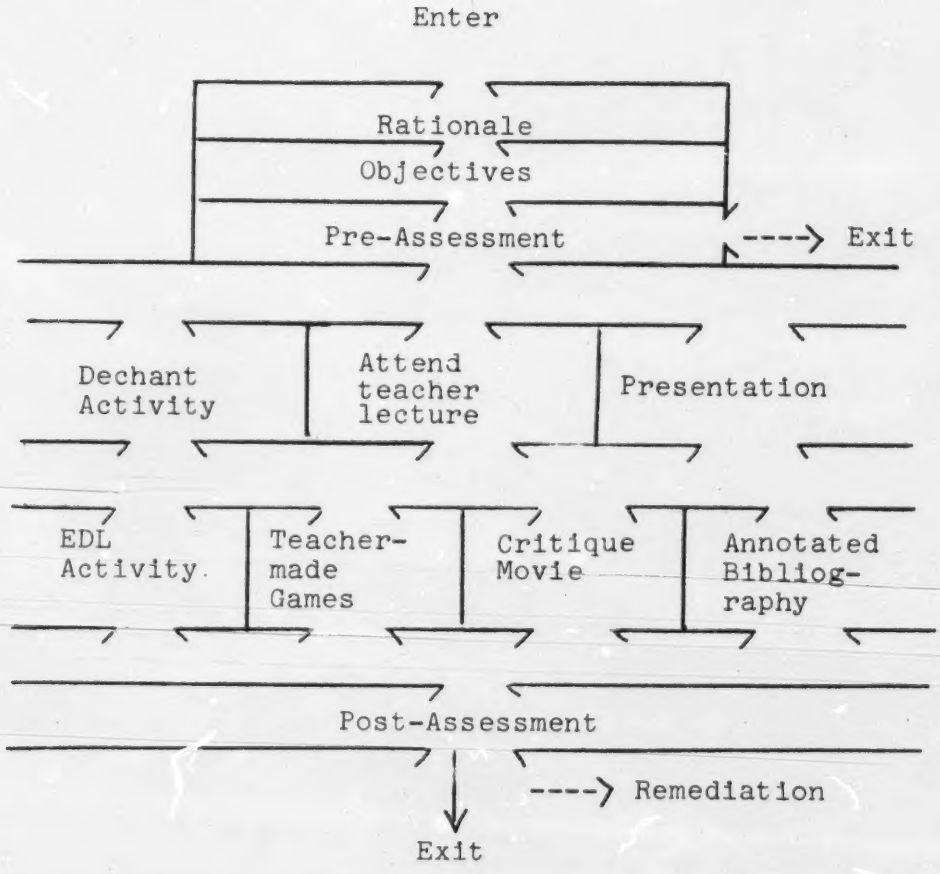
DEVELOPING AND EXTENDING AN ENGLISH READING VOCABULARY (K-6)



RATIONALE

In our highly verbal culture an accurate understanding of the meanings of words is a necessary prerequisite for reading with meaning. Vocabulary is so closely related to comprehension and reasoning that a good vocabulary test can serve effectively as a measure of general intelligence, and most good intelligence tests contain many vocabulary items. A minimum essential for comprehension in reading is an understanding of the words used by the author. The development of a reading vocabulary which is both extensive and accurate is a necessary phase of good comprehension.

Most children have little difficulty with the concepts and the vocabulary needed for beginning reading. The average child experiences his first real difficulties with meaning in the third grade. Context-area reading introduces rapidly a new vocabulary that the pupil must master. However, children whose oral language experience is not common to the dominent culture generally experience serious meaning difficulties much earlier.

OBJECTIVES

Given a series of learning alternatives on developing and extending the English reading vocabulary the participant will be able to:

- develop at least five methods or formats for teaching a vocabulary list of twenty words.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise.

Directions: Suggest at least five methods or formats to teach the vocabulary list below. Answers should take the form of student worksheets, study guides or teacher lesson plans.

1. lagged
2. chores
3. persuade
4. rash
5. underdogs
6. tourniquet
7. ceremony
8. tribute
9. interpreter
10. arbor
11. stowed
12. prejudice
13. prospectors
14. rehearse
15. resourceful
16. decorated
17. civilization
18. endurance
19. billion
20. foresight

I. Required: Participant must select one of the options below.

A. Read the edited version of "Developing A Meaningful Vocabulary," from Dechant, Emerald. Improving The Teaching of Reading. (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1964), pp. 322-351.

Activity: Complete the following study guide questions.

1. What are some of the hindrances to the easy development of meanings for words?
2. What are the advances of meaningful learning?
3. What is conceptualization?
4. Describe the characteristic pattern in the development of meanings or concepts.
5. Distinguish the three meanings for percept.
6. What are some appropriate techniques for teaching meaning at the Kindergarten level?
7. What are some additional appropriate techniques for teaching meaning at the primary and intermediate levels?
8. Discuss and illustrate the various ways that the context may be used to infer the meaning of a word.
9. Discuss the value of film-readers.
10. Discuss the ways of developing meaning for figurative expressions.
11. What dictionary skills should the pupil develop in the intermediate years?
12. What is meant by the "class" and "differentia" aspects of a definition? Illustrate your answer.

B. Attend teacher lectures/demonstrations, "Teaching Vocabulary in Grades K-6: Methods and Materials."

Activity: Participate in preparation of vocabulary building games in workshop sessions. Prepare a classroom presentation of a mini lesson . . .

Lecture Outline

1. Session I - Introduction
   a. Importance of vocabulary development
   b. Types of vocabulary
   c. Size of meaningful vocabulary
   d. Causes of deficiencies of vocabulary
2. Session II - General techniques to improve vocabulary
   a. Providing a background of experience
   b. Developing vocabulary through wide reading
   c. Selection of word meanings to be taught
   d. Language experience approach to vocabulary
3. Session III - "Key Vocabulary" technique of Sylvia Ashton-Warner (organic vocabulary)
   a. Demonstration of technique
   b. "Key Vocabulary" versus the Basal reader vocabulary
4. Session IV - Specify techniques to improve vocabulary
   a. Study of word lists
   b. Study of word parts; roots, prefixes, suffixes
5. Session V - Workshop Development of methods and materials to teach vocabulary skills. Small groups of students given task cards which indicate the vocabulary words or skills to be taught. (Free book to group at large.)

C. Read the edited excerpt version (attached) of "Language-Experience Approach," from Aukerman, Robert. Approaches To Beginning Reading. (New York: John Wiley and Sons, Inc., 1971), pp. 299-311.

Activity: Develop a presentation which demonstrates the language-experience approach to the teaching of vocabulary. This presentation may be a video-tape, slides, photographs, or a movie.

II. Optional: may be completed for extra credit:

A. Read the edited version (attached) of the EDL programmed text in vocabulary development.

Activity: Select twenty vocabulary words and design similar programmed lessons to teach these words at the elementary level.

B. Develop and demonstrate five teacher-made vocabulary games. Suggested areas: context clues, multiple meanings of words, dictionary skills.

C. Critique one or more of the following movies:

1. "Reading Improvement: vocabulary skills."

2. "Reading Growth: understanding word meanings."

3. "Reading For Beginners: using context clues."

D. Compile an annotated bibliography of ten books and article dealing with the teaching of vocabulary skills.

POST-ASSESSMENT

Directions: Suggest at least five methods or formats to teach the vocabulary list below. Answers should take the form of student worksheets, study guides or teacher lesson plans.

1. inhabited
2. suspicious
3. amiability
4. hovered
5. compliment
6. complexion
7. sacred
8. erupt
9. stride
10. earnest
11. envy
12. sneer
13. refuge
14. intently
15. strict
16. opinion
17. gulped
18. affection
19. prowling
20. lair

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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1. Ashton-Warner, Sylvia. Teacher. New York: Simon & Schuster, 1963.

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